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will serve to free the children from self-consciousness, and induce a feeling of freedom and social life, viz.: "The Circles," "The Old Gray Cat," "Pussy Wants a Corner," "Catcher," "Hide and Seek," "Tag," "Postillion Game," "Did You Ever See a Lassie," "Pantomime," etc.

**RHYTHM:** Bouncing of rubber balls to different tempos, simplest marching, skipping, running, and galloping in single line and in pairs.

**Stories:** Nursery Rhymes and Jingles, The Three Bears, Three Little Pigs, stories of simple home life.

**Songs:** *This Is the Mother so Kind and Dear*, Eleanor Smith, Part I; *Loving Mother, Kind and True*, Hill's Songs; *Go to Sleep, Thumbkins*, Smith, Part I; *Sleep, Baby, Sleep*, Smith, Part I; *These Are Mother's Knives and Forks*, Gaynor;

*Rhythm Game*, Gaynor; *The Brownies*, Gaynor; *The Tea Kettle*, Gaynor; *Song of the Kitchen Clock*, Gaynor; *In Thine Eyes oh! Mother Darling*, Reinecke.

**Materials:** Clay, paints, large blocks, sand, crayon, and blackboards.

**Clay Modeling:** Modeling toys, viz.: marbles, balls, dishes, dolls, and kitchen utensils.

**Drawing:** Pictures of dolls, doll houses, and furniture houses; illustration of stories.

**Cutting:** Paper dolls.

**Painting:** Pictures for doll houses; illustrating stories.

**Large Blocks:** Building doll houses large enough to get into, with furniture to fit; models of houses, showing position of windows, doors, etc.

**Sand:** Smallest children play freely in sand with tools; larger ones lay out plan of home grounds, gardens, flower-beds, walks, etc.

## First Grade

### Harriet Bradley Atwood

**History—Study of Home Activities:** There will be a continued constructive play carried on throughout the year based on the children's interest in their individual homes.

1. In this connection, in October they will begin the construction of a playhouse, to be in miniature the homes in which they would like to live. In the planning of rooms, decoration, and furnishing, each child will be guided by his own taste and judgment. He will, however, have opportunity given him to see beautiful designs and models, and by constant observation, comparison, and discussion, his crude image of the home will grow in beauty and vividness.

2. Function of the home—protection against heat, cold, storm, and enemies. The children will be asked to construct a simple home which they think would protect them in this season. They will observe what is in their environment and be allowed to experiment. The probable outcome will be a tent or wigwam.

Simple stories of people who really lived in such houses will then be told, illustrating their advantages, disadvantages, food, clothing, furniture, and habits. Owing to the greater simplicity of the primitive home, the children will be better able to understand how environment influences the life of a people and how man has been enabled to overcome environment under varying conditions.

**Literature:** 1. A period for social entertainment will be a regular part of every day's program. The desire to add to this entertainment will be the child's motive for the telling and dramatization of stories, myths, poems, and songs. Some of the stories used during October will be:

*Golden Rod and Aster*, Cooke's *Nature Myths*; *Clytie*, Bullfinch's *Mythology*; *Hiawatha's Childhood*, Mondamin, *Pearl Feather*, Longfellow's *Hiawatha*. Selected Indian myths, stories, and games. Selected ethical and animal stories, depending upon the experience of the class.

**Geography:** Constructive study of the landscape, based upon field trips to the

following typical areas: beach, cliff, ravine, swamp, woods, prairie, and farm.

The children will construct a background of paper upon which they will represent with water-colors or crayons the general appearance of the October landscape in each typical area. They will also make models in sand showing general topographic relations of the areas studied. (As far as possible these areas will be represented in an outdoor laboratory, and the children will try various experiments with typical plants and animals.) They will bring their collections of soils, stones, water, etc., to these models and test their observation by attempting to distribute them properly. With the material thus roughly classified, the indoor work will consist in comparing the groups as to their chief characteristics, and in recording the data from all sources in permanent form by means of paper cutting, painting, and writing. (See July number of *COURSE OF STUDY*, page 78.)

**Nature Study:** 1. Study of the October landscape by means of daily pictures on blackboard.

2. Recording of observations as to birds, insects, animals, flowers, etc.

3. Selection of trees for study throughout the year.

4. Fall visit to animal house in Lincoln Park.

5. Gathering of seeds for use in spring.

6. Drying of fruits.

7. Fall visit to the farm. Classification of stones and other specimens found on field trips.

8. Study of changing temperature in connection with observations concerning bird departures, fall of leaves and housing of animals in the Park.

**Correlated Number:** Actual measurements and calculation needed for clear imaging in history, literature, geography, nature study, and constructive work:

1. Making of plans for floor of playhouse, work-bag, tags for desk and hooks, leaves for dictionaries, envelopes for seeds.

2. Measurement of heights of children.

3. Use of thermometer.

**Reading:** 1. Sentences written on blackboard.

2. Printed lessons and records in connection with work in central subjects.

3. Cook County Normal School reading lessons.

4. Selected stories from *Animal Life*.

5. Selected stories from *Hiawatha Primer*.

**Writing, Spelling, English:** Recording of things seen on field trip; observations concerning birds seen in the neighborhood during the month; recording heights and ages of children; placing of words in dictionaries; descriptions of October landscape, of regions visited, of objects of interest; reproduction of stories in writing; constant incidental training in oral language.

**School Economics:** Care of wraps and material. Cooking of simple foods; effect of boiling and baking upon fruits. (See Miss Cooke's outline.)

**Art:** Illustrating stories; painting, modeling and paper-cutting; painting of October landscape; painting of backgrounds in connection with field trips; blackboard illustration with colored crayons; record of material found on field trips by means of painting, paper-cutting, or modeling; painting of trees selected for study.

**Industrial Art:** Making of field-bags; designing of rugs or carpets for floor of playhouse; making of costumes for dramatic representations.

**Dramatic Art:** 1. Dramatic representation of scenes in the lives of the Indians, both historical and imaginary, and of stories told whenever the imaging can be intensified in that way. Training in hearing and reproducing sound.

2. Oral Reading—Poems for memorizing: *How the Leaves Came Down*, Susan Coolidge; *Autumn Fires*, Stevenson.

**Music:** Songs: *Gray Rain*; *Harvest Song*. Melodic exercises in interval work, based on songs; simple work in original musical expression.

**Manual Training:** Making floor for playhouse, tags for desks and hooks, envelopes for seeds, leaves for dictionaries, and stretcher for painting paper. (See Manual Training outline.)

**Physical Training:** 1. Anthropometry; measurements; examination; sense tests; blood tests.

2. School-room exercises; position; standing; motor work; primitive games.

3. Work in gymnasium; individual gymnastics; class gymnastics; rhythm; primitive games.